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ABSTRACT

A clinical supervision model for counseling sessions is presented as a four-step sequence, incorporating a values framework based on the notion that continued personal growth is important not only to the counselee but also to the helping professional. The term, "clinical supervision," is defined as an in vivo observation of the counseling sessions (or videotapes of these sessions) in which detailed observational data are collected and shared in face-to-face interactions between the supervisor and the counselor. The four steps in the model consist of: (1) a pre-observational conference, focusing on the counselor's orientation to counseling, the goals of the counseling session, and the role of the supervisor in the counseling session: (2) observation by the supervisor, noting the holistic elements of the counselor/client interaction as well as what is not happening during the session: (3) analysis and strategy, reflecting and planning for the fourth step by examining issues, data, and goals of the counseling session: and (4) a supervisory conference, concentrating on professional issues and directions for future counseling sessions. Additionally, three types of supervisory conferences, i.e., those with and those without videotape recordings, and a summary at the conclusion of a series of counseling sessions, are discussed. (Author/HLM)

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A MODEL OF CLINICAL SUPERVISION OF COUNSELING

by

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The word "clinical" is meant to indicate "close observation, detailed observational data, face-to-face interaction between the supervisor" and the counselor, as will be shown in the next few pages. In addition, it is meant to imply "an intimate professional relationship" between the two parties. Through these emphases this approach separates itself from the kind of supervision which is based upon self-reporting or even a combination of analyzing the counselor's self-report and reports from the counselee. Clinical supervision requires in vivo observation of the counseling sessions if possible, though faithful video taping may suffice. In addition, an involvement of the supervised counselor (in ways quite different from that practiced by the older traditional methods of supervision) is also required.

A FRAMEWORK OF VALUES FOR SUPERVISION

A clarification of certain values on which the success of the supervisory enterprize depends seems appropriate. For the listing that follows a word of thanks is hereby expressed to the following authors: Carl Rogers, Alfred Adler, Lawrence Kohlberg, Robert Goldhammer, Thomas Sergiovanni and Robert J. Starratt. The statements that follow incorporate values that evolved from counseling and supervision literature:

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1. The value of the Human Person. By its nature, supervision is person-centered. It is necessary for each of the professionals involved to have reached conclusions about the nature of the human person, the sources of the importance and dignity of the human person. This writer sees the human person as the image of God, elevated by grace and destined for an eternal life that follows a life spent responding to the light received. Others see human dignity as flowing from the special gifts shared by all humanity: special powers of reflecting and thinking,

[1] Special indebtedness is expressed to R. Goldhammer's Clinical Supervision. New York Holt, Rinehart & Winston, 1969, particularly Chapter II.

imagining, creating, works of the different arts, humor,etc. Elsewhere this writer summarized some philsophical-psychological thinking which leads to the conclusion that the human person is worth special dignity. The basis for this thinking is that the human person "is cognitive; is aware of personal cognition; has a wide range of affect; can act freely; tends to behave in a moral way; and seeks a deeper meaning about life, beauty, and transcendence." Whatever the philosophical stance of the supervisor, be it in accord with the ideas expressed above or radically different from it, it is necessary that each party to the counseling-improvement project have thought out basic foundations for valuing the individual. Otherwise, persons involved may be regarded as objects to be manipulated for the benefit of others.

2.The Value of Counseling. While it is expected that the advanced counselor and the supervisor are acquainted with the work and conclusions of Fiedler,Campbell, Strupp, Bergin and Garfield, and others, the experience of doing successful counseling should bring about the personal conviction of the potential success for counselees in the counseling endeavor.

3.The Potential Value of Supervision. Past experiences with various kinds of traditionally trained supervisors may have lead some counselors to a degree of pessimism concerning this field. Yet newer facilities such as video tape recording and newer approaches such as that of olinical supervision (Goldhammer) or of the human resources model(Sergiovanni and Starratt) should be the bases of a new optimism in the supervisary endeavor. There are numerous testimonials available to the effectiveness of newer facilities joined with newer appraches.

4.An important professional value is that of continued human growth. There are some professionals who have reached a high level plateau in their work. They can esteem and seek ever higher levels of functioning such as great depth in human relating or additional strategies in counseling skills. They should value the opportunity for supervision as a source for their continued growth. Even if perchance the supervisor's experience is less than ideal, the combination of another intelligent,mature person with newer supervisory approaches and video recording

should assist the motivated counselor towards professional growth. While the ultimate goal of supervision is that of self-supervision, the need for the involvement of at least one other professional has been noted by Fuller and Manning (Sergiovanni & Starratt,p.319) for the contribution of helpful challenge, confrontation and focus.

In accordance with the above values, the hopes and plans of the supervisor include those stated by Goldhammer:

> .....to be supportive and empathic; to perfect technical behaviors and the concepts from which they are generated; to increase the efficiencies and pleasures of learning and of becoming; to treat one another decently and responsibly and with affection; to engage with one another in productive and rewarding encounters; and to move toward our own destinies and toward one another's,honestly. (p.55-56)

THE STRUCTURAL MODEL, ITS RATIONALES AND PURPOSES

In the proposed model there are four steps which are modeled after the five stages of Goldhammer. The four steps are:

Step 1: Preobservation conference

Step 2: Observation

Step 3: Analysis and strategy

Step 4: Supervisory conference

In the rest of this paper each of the above steps will be analyzed and an effort will be made to suggest the elements of the steps which may make the step more effective in counseling supervision.

STEP 1: THE PREOBSERVATION CONFERENCE

The first step involves three elements. These elements will be described and then the goals of this step will be discussed. The elements are: 1.the counselor's theory or orientation to counseling; 2.the goals and plans for the session which is about to be observed; 3. cooperative planning regarding some of the goals for the supervisor in the session which is about to begin.

The first element of this step should be called for at only the first

supervisory session. The supervisor could begin the conference with a statement something like this: "Since we'll be working together for a while I believe that our work together would be more profitable if you could share with me your preferred theory or orientation to counseling." Typically, the counselor will say: "I'm eclectic in my counseling." However some counselors may have a prepared statement on a topic such as "My Current Counseling Theory" or the like, and may be willing to share the statement. Otherwise, a discussion of the counselor's professional education, textbooks used and current readings in counseling may be helpful towards identifying characteristics of the counselor's work. In summary, some counselors can be explicit regarding their personal counseling theory and this fact is a considerable convenience for the supervisor. In the case of others, the counseling theory can only be implied, and this kind of counselor needs special assistance to explicate the preferred counseling approach as a means towards developing a proper framework for the supervisor's functions. For this element of Step 1 to be truly successful, it is necessary that the supervisor and the counselor devote considerable time at leisure to focus in some depth on the personal views of the counselor regarding theory.

The supervisor's views of counseling need not be discussed directly during Step 1. Of course, if the occasion warrants it there will be ample opportunity for the supervisor's views to be proposed later on. But at this point the supervisor's concern is to "tune in on" the wavelength of the counselor.

The second element of Step 1 is that of sharing the counselor's goals and plans for the session that is about to begin. The counseling goals may be quite general or highly specific. General counseling goals are appropriate for first sessions when for instance the counselor may say: "My goal today is to learn the details of the counselee's seeking counseling, try to obtain an informal personality profile of the counselee based on self-report, reports from the counselee of others' views of him or her (including parents,siblings, peers in the neighborhood and at school). In addition, I'll inquire about the 'Three Wishes' to learn something of the different goals and aspirations of the counselee." All but the most dedicated existentialist counselors and 1950-style Rogerian counselors do have

a plan or a goal for each counseling session.

The goals of the counselor in the coming session may be highly specific. For instance, the counselee may be a 25 year old woman, college graduate, who seeks to become a psychologist after four year's experience in public relations; the counselor may have at hand the results of the Strong-Campbell Vocational Interest Inventory, graduate school catalogues and the counselee's college transcript. These materials may be the basis for intense study during the session. Another type of specific goal may involve abortion; the prospective father is the counselee; he asserts that the woman (who refuses to come for counseling) will follow his lead in this matter; the counselor's goal calls for a review of the values that underlie each of the options that the young couple face; to prepare for the interview the counselor has obtained two types of printed materials: those that are pro-abortion in nature (outlining modern techniques, costs of abortions, current safety records, costs of child care to age 18, etc.) and those that are distributed by the Right-to-Life movement (human life at conception, can you make a financial evaluation of the costs of human life, likely psychological scars after abortion, etc.).

The fact that the supervisor expects a statement of goals from the counselor is, of course, an expression of the supervisor's orientation to counseling, namely, that except in crisis or "walk-in" sessions the counselor engages in some proximate preparations for each session above and beyond reviewing notes on the last interview. In most cases the statement of goals will become the framework or baseline for the supervisor's analysis of the process and success of the interview.

Two final observations about the discussion of goals in the coming session follow. First, Robert Burns put it well: "The best-laid schemes o' mice an' men gang aft agley." So even if the counselor has researched a topic in which the counselee was most interested in the last session and is enthusiastic about the topic, there must be flexibility in the actual session. For instance, the counselee's main present concern may be something that happened on the bus on the

way over to counseling. Or perhaps something important happened at a party last night. Psychodynamic therapists might view the sudden change in topic for discussion as resistance on the counselee's part. But most counselors would view the change as a dynamic,perhaps temporary,change in perspective and concern that is part of human living. At any rate, most supervisors would judge that the counselor would make an error in judgment for not being flexible and responding to the present need of the counselee. The counselor can be relieved of frustration by mentioning the discarded topic and the research that he or she did on it and inviting the counselee to discuss same during the next visit.

The additional observation on the discussion of the counselor's goals in the coming session pertains to first sessions and to those who are dogmatically opposed to immediate preparations for counseling sessions. With regard to first sessions, the preobservation period can be well spent in reviewing methods or strategies of helping people to know and understand themselves(self-report;what "important others" say about me,etc.). With those who dogmatically refuse to do counseling planning, this writer suggests a review and analysis of this position (which may overlap our element #1 in this step,the counselor's theory or orientation to counseling). The counselor's adhering to this position will make his or her supervision according to this model very difficult but not impossible.

The third element of Step 1 is that of collaborative planning regarding some of the goals for the supervisor. This activity should be most effective after a good relationship has been formed between counselor and supervisor. In the first supervisory session it is possible that the supervisor might come in with some checklists on counseling (though many regard such checklists as redolent of old-fashioned,traditional supervision); the lists could be shared to show what the supervisor is especially going to be concerned about; list or no list, the supervisor may discuss his or her functions and the need for the Step 4, the supervisory conference. Counselors are interested in learning what the supervisors are particularly looking for, and this is the time when the goals and potentials of supervision can be declared. Later on when a relationship between the two

has been formed, a kind of contract or professional compact could be made in the sense that the supervisor agrees to focus on a particular counseling problem or area of concern. For instance, a counselor could make a request like this: "I'm quite concerned about my nonverbal behavior, especially the use of my eyes. Would you check on this for me? Am I sometimes saying with my lips 'Do this' but with my eyes "I'll be really unhappy and threatened if you do this.'" To encourage the counselor's collaboration in the supervision, supervisors will often ask: "Is there anything in particular that you'd like me to check on in this session?" Of course, the sophisticated supervisor is aware of the dangers latent in such a question as there is the possibility that the unmotivated, non-committed individual seeks distraction from deeper issues like interpersonal relationship to rather superficial issues such as minor speech problems or points of personal appearance.

The question arises about the amount of time that should be committed for the elements of Step 1. Because of the special needs connected with the first element regarding counseling theory, it is hard to see how the process could be achieved in less than a half hour for the first meeting. Subsequent meetings for Step 1, Preobservation, should be scheduled for about a quarter of an hour.

Above and beyond the activities that were suggested for Step 1, Preobservation, there are certain other goals that are expected to be established during the contact between the counselor and the supervisor. Some of them are listed below.

a. Establishing a Relationship. The experience of teachers and personnel workers in the past with supervisors has not in general been regarded as fortuitous. They seemed to have descended upon the work site from nowhere and their purposes have been geared towards evaluation, not towards assisting in professional growth. Now that there is an increasingly widespread view of the supervisor as one who assists the professional to do a better job (whether or not there is still a need to evaluate), the Step 1, Preobservation Conference, can set the stage for the counselor's grasping the new, professional stance of the supervisor. The warmth that characterizes the meetings between the two professionals should

set aflame a relationship that continues to grow during the process of supervision. The mystery of the supervisor's functions and goals should be dissipated. There should develop a sense of collaborative effort, a relaxed feeling of working together for the development of the counselor, the supervisor, and the counselee.

b. Communication. It is important that the two professionals have a complete understanding of the goals and strategies of the other. If they are committed to two different counseling orientations, their time together during Step 1, Preobservation may be effective in helping each other understand the ideas, goals and frame of reference of the other. Goldhammer points out that understanding the frame of reference is necessary to help the other professional "to function successfully in his own terms"(italics in original) such that in the course of the supervision any suggested chances "should make sense in the (counselor's) existing conceptual framework." Goldhammer continues with this important observation: "While the technical modifications that the supervisor proposes may be novel in the (counselor's) experience," his or her "reasons for them must be communicable in language with which the (counselor) is already familiar "(p.58).

Numerous additional benefits can be derived from the Step 1, Preobservation Conference. Let it suffice to say that the meeting marks the inauguration of what may and should become a professional growth experience for all the parties involved.

STEP 2: OBSERVATION

It is assumed that in this age every effort will be made to make a video and audio recording of the session that is being supervised. The recordings are the basic record. But the supervisor also observes the counseling. There does not seem to be any point these days to trying to take down a written record of everything that is said in the counseling. Instead the supervisor's efforts are better spent in being selective about what is recorded. The supervisor uses the filters of experience in counseling, the theoretical orientation and the proximate

session goals that the counselor as already declared to serve as guides for the matter that is to be written down.

In the observation period the supervisor tries to get a holistic view of everything that is going on between counselor and counselee. The holistic view requires that there be an awareness of the thinking and feeling of both counselee and counselor. Hence in a sense every bit of verbal and nonverbal communication is significant. The supervisor keeps trying to get an answer to this question: What kind of person is the counselor? What kind of person is the counselee? A phrase, a tone, a lifting of an eyebrow, a denial, a doubt, a wondering about something--all can say a great deal about the two persons being observed. While both individuals must be observed, if there is to be a focus it should be on the counselor as the supervision is primarily concerned with the professional expertise of the counselor.

The supervisor's own views on supervision and on counseling will form additional filters for determining the elements that are deemed important enough to be written down in the observation notes. Presumably the supervisor has had enough experience to validate his or her preferred orientations. From all these sources the supervisor will have a basic hunch or intuition regarding the elements of counseling that may be of importance for successful supervision. The reader may wince at the words"intuition or hunch" but in all interpersonal dealings no matter how much scientific data has been amassed regarding the basic or applied disciplines, the art of counseling and the art of supervision is still the critical issue.

An area that also needs to be observed is what's <u>not happening</u>,what's not being noted or apparently not being noted by the counselor. For instance, the counselee or the counselor may be saying Yes but shaking the head to say No; there may be a particular twitching when discussing a sensitive topic. One of the persons may completely disregard an urgent message from the other. Examples of persons, even person trained in counseling, simply not listening to clear messages from others,are daily occurences. Often this happens as one is intent upon one's own

overt or hidden agenda.

When the supervisor decides that something may be important and so should be noted down, he or she should be careful to write down the pertinent dialogue verbatim. Thus in discussion later the counselor and supervisor will more readily recognize the material. In addition, if reference is needed to the audio or video recordings, the exact place may be found more readily through the exact quotations. A further motivation for the verbatim note-taking is suggested by Goldhammer in that this effort shows a commitment, beyond a social relationship, to the counselor that is serious enough "to justify paying such close attention to his behavior as the observer must"(p.62).

Reference was made above to use of checklists during Step 2, Observation. It is quite possible to make use of modern counseling check lists (or a single form which may contain segments of many lists). The checklists that might be profitably used are those that pertain to the counseling skills originally devised by Truax and Carkhuff and later developed by Gazda(1975), Egan (1975) and others. Some items for a checklist would be: non-possessive warmth, empathic understanding, genuineness and other factors such as skill in imparting educational or vocational information. Another type of checklist is that of the numerous type of counseling leads which help to identify a wide or a narrow repetoire of counselor responses.

STEP 3: ANALYSIS AND STRATEGY

While many supervisors would like to have a period of an hour or so between the observation and Step 4,the Supervisory Conference, the fact is that because of time pressures often only five or ten minutes intervene between these two steps. Of course,there are some who would like a day or a week to intervene between these two steps but that deferred feedback is regarded as poor educational policy. It is generally agreed these days that the sooner the feedback from the supervisor or tester the more likely the learning on the part of feedback recipient.

The supervisor has a relatively short period of time in which to complete

two important tasks: detecting some patterns of strengths and of weaknesses in the counseling(the Analysis) and determining the most important factor or factors on which to focus in the supervisory conference (the Strategy). While the beginning supervisor is quite dependent upon observation notes for these decisions, the more experienced supervisor has begun to make tentative decisions along these lines as soon as the first ten or fifteen minutes of the interview have been heard.

In making the analysis, the supervisor must first take the global or holistic view, and ask questions such as: In general, did the counselee benefit from this experience? Or was the counselee harmed by it? (If the latter, should I, as supervisor of this counselor, take matters into my own hands and do my best to immediately correct the harm that was done?)

A second global factor pertains to the relationship between counselor and counselee. All counselors except the extreme behaviorists would recognize this as a critical factor. Analysis should indicate the presence of a warm relationship and the growth of a relationship during the session. What was done to foster or perhaps to undermine the growth in relationship?

The analysis of the session really amounts to an opportunity for the supervisor to recall all that he or she has learned through experience or reading about counseling. A critical factor in this learning is that of the real meaning of counseling. Often it is necessary to ask if the observed dialogue was counseling and this fundamental problem must be approached during supervision. One's learning about factors that are likely to encourage or discourage the counseling process should be rapidly compared or contrasted with what was actually observed in the counseling session.

Of course, the technical details that are appropriate to the counselor's preferred orientation are to be also considered during the analysis. But the technical details must be viewed in perspective. For instance, a Rogerian counselor may reflect the counselee's feelings well (level 3 in Egan's terms) but the more important factor of true empathy may have been at a low level such that little

real counseling progress was made. Many beginning supervisors become so engrossed in details that they focus on these matters and are convinced that a given session was a failure. But in some cases the greater impact of global factors like the relationship counteract and minimize the effect of failures in technical details.

In making the analysis the supervisor seeks areas of strength and areas of weakness. It is important that the supervisor advert to areas of the counselor's strengths because in this human endeavor we show that we have heard the whole of the interview when we can offer praise or reinforcement for the development of certain skills. The counselor is going to be more ready to accept the supervisor's suggestions for growth(a substitute term used for weakness, errors or deficiencies). It would be prudent on the part of the counselor to try to list a minimum of three areas for commendation, and also to list an equal number of areas for the counselor's growth.

Goldhammer refers to strategy as "to plan the management of the supervision conference...,that is, what issues to treat, which data to cite,what goals to aim for, how to begin, where to end ....." (p.63). It seems to this writer that the most important of these factors are the first three: issues, data and goals.

The issues or areas for praise should always be brought up, provided they are genuinely felt to be elements of good counseling. It should be a truly rare interview that does not offer any material for praise; if the supervisor has this experience more than seldom the problem may be possibly that of supervisor "burn-out." The more usual difficulty is that of the choice of areas for growth. While it was suggested above that there be at least three areas that have been listed and documented through quotations from the interview, it is doubtful that there will be a true value in bringing up all three of them for lengthy discussion. They could all be mentioned but a choice should be left to the counselor to decide which of the areas would seem to him or her to be most useful for growth at this time. Yet of the three areas, it would be profitable for the supervisor to list them in the area of importance in terms of his or her judgment and experience.

The areas or topics can be proposed in the order of importance as the supervisor views them and if the counselor doesn't wish to voice a preference for one above the other the first one named can be the one on which most time is taken. The reason for urging a concentration upon one important area or topic is that the areas of suggested growth pertain to one's personal and professional effectiveness and hence are areas of possible threat and anxiety. One may perhaps accept what may sound as criticism and be accepting of work towards change and growth in one area at a time but hardly in more than that. But if the supervisor is going to consider the work as collaborative, then a choice must be offered to the counselor regarding areas of growth. That means that the supervisor must be prepared to offer real assistance in all of the areas that are proposed. It would be unrealistic to expect growth in more than one important area and so it is necessary that technical details be avoided among the areas of growth and instead the focus be truly limited to critical issues in counseling.

The supervisor need not feel that the issues or area that are not concentrated upon in the supervisory conference have been lost. Instead, a dossier should be kept on each of the counselors with whom one works and the materials contained therein should be utilized in a later conference.

STEP 4: THE SUPERVISORY CONFERENCE

Goldhammer has suggested some goals for the supervisory conference which include the following:

> ...To provide a time to plan future (counseling) in collaboration with another professional... Perhaps the best measure of whether a conference has been useful...is whether it has left him with something concrete in hand,namely,a design for the next sequence of (counseling).
>
> ...To decide what directions supervision should take place and by what methods it should operate(or...be...terminated).
>
> ...To provide a source of adult rewards. ...(Counselors)have few opportunities for their value to be acknowledged by other adults who

have professional sophistication and who know their work...

...To train (the counselor) in techniques for self-supervision and to develop incentives for professional self-analysis.

...To deal with an array of factors that may affect (the counselor's) vocational satisfaction as well as his technical competency. (p.69-70)

Goldhammer also points out that "Whether a conference begins to fulfill any of these potentialities depends...largely upon the manner in which the Supervisor operates"(p.70). This point, the interpersonal stance of the supervisor, is critical to the success of the whole supervisory enterprise. The factors that make for good counseling are also required for good supervision, especially the attitudinal ones such as empathic understanding, warmth and genuineness. In addition, the aspect of collaboration is critical as supervision can hardly be successful if the counselor does not feel deeply and personally involved in the project.

There are three different types of supervisory conferences that will be discussed: conference without the use of recording, conference with the use of recordings, summary conference at the completion of a supervisory series.

Supervisory Conference Without the Use of Recordings

What is said of this type of conference also is true of the second type as the second depends upon the success of the first type of supervisory conference. The second type can simply add its own special emphasis.

To get into the actual supervision, the first inquiry in many conferences is made to the counselor: "How do you think that the session went?" Usually there is a response that contains so much material that the counselor receives an opening which allows for easy transition to almost all the topics that have been prepared for in Step 3,Analysis and Strategy.

Typically the supervisor begins with the favorable evaluation, the "adult rewards" of praise for the parts or elements of the session which were good or excellent in the supervisor's view. Obviously, the praiseworthy elements will vary from counselor to counselor, and the praiseworthy element will range from good to outstanding. In view of the range of possibilities supervisors should beware of any

stereotyping of praise in words and expressions. Actually, even along with the words of praise the supervisor should take advantage of teaching opportunities. In supervision the most fruitful source of teaching is that of adding additional options to the counselor's repetoire. So the supervisor can say something like this: "You did a fine thing when John spoke of his loneliness and you shared with him your similar feeling when you faced that crisis abroad and had no one to call upon. Have you thought of other ways of dealing with this situation? That might be especially important if you have made several other self references. Let's think of other ways of reacting to the statement of the feeling of loneliness....."

Before considering the areas for growth, the supervisor should recall the contents of some of the most important current books on counseling and have these books at hand to loan to the counselors. Some such recent books are listed below.

Carkhuff,R. The art of helping III.

Carkhuff,R., & Berenson,B. Teaching as treatment.

Egan,G. The skilled helper.

Gazda,G., et al. Human relations development: A manual for educators (2nd ed.).

Ivey, A., & Authier, J. Microcounseling: Innovations in interviewing, counseling, psychotherapy, and psychoeducation (2nd ed.).

The above books contain rich sources for both the remediation and growth of counselors. All of the authors owe a great debt to the pioneering work of Carkhuff and Truax. Supervisors who are unaquainted with this area of counseling literature should regard themselves as not in touch with important developments and correct that deficit immediately. Certainly younger counselors will know of these authorities.

When the supervisor brings up the topic of suggested areas for growth, it is important that the list incorporate some of the ideas listed in element #3 in Step 1,collaborative planning of supervisor and counselor. The incorporation is especially necessary if the counselor made a specific request to check on a particular skill or problem area. At any rate, presuming that the integration was made,

the supervisor can present a list of the important topics or skills that were suggested as areas of growth as a result of observing the session.

It is appropriate that the supervisor dramatize the learnings that are mutually agreed upon as the goal for growth. Roleplaying and microcounseling exercises, as well as other devices, may be found most useful for the continuation of the supervisory session.

When the supervisor comes to the major part of the conference, that dealing with the counselor's growth, something like the following might be said:

> We have a limited time to be together and so we can't discuss everything that might be profitable. From my analysis of the session I believe that some counseling growth would be possible in three quite different areas which I'll mention. We have time to go deeply into only one of them at this time. I'd ask you to decide which of the three we should concentrate on. Here they are:
>
> 1.A note from the counselee's school said "He doesn't get along well with other students." Though he made reference to this fact you paid little attention to it. Should we consider strategies for better interpersonal relationships?
>
> 2.Considerable time was spent on vocational planning.You didn't want to say he was being unrealistic though all his high school grades,including math,are in the 70's and he wants to be an engineer. Should we go into strategies for dealing with unrealistic vocational planning?
>
> 3.In certain segments you sounded a bit like a detective with that long list of questions that called for Yes or No answers. Should we go into ways of varying your counseling leads to assure better counseling?

Once the collaborative process calls for the development of a particular issue or skill the supervisor may like to follow up in two ways: the ways "I found helpful" which is likely to increase the counseling relationship, and offer an exact reading reference(exact pages of a book or journal,given directly or "I'll xerox the pages and put them in the mail for you tomorrow"),avoiding such statements as "This point is developed in almost all the books on counseling.Do look it up."

The problem with the "I found this helpful" approach is that it may be too personalized in that it may fit your personality but not another's. Another problem with that approach (as with the use of advice) is that the supervisor-counselor relationship may be threatened by its not being accepted. Because of these difficulties, and for the sake of assuring a wider range of options, the supervisor should regard the books mentioned above, and others which may be personal favorites, as necessary instruments for functioning professionally, not as superfluities. On occasion there might even be this kind of confirmation: "That book was so good that I bought my own copy."

Typically, counselors react favorably to the procedures described above and express the wish for continuation, though they recall that they had felt threatened at the onset, largely because of experiences with traditional, primarily evaluative supervision.

Supervisory Conference With the Use of Recordings

After at least one supervisory session without the use of recordings, and once a trusting, professional relationship has been established, the use of recordings of the interview should throw an additional perspective on the counselor's functioning. The reference here is primarily to video recordings, though the audio recording may also be helpful. Video offers the unique dimension of nonverbal behavior. To obtain the full value of the recording it is important that the faces and as much of the body as possible of the parties to the interview be within the camera's range; a well placed mirror or an additional camera can be helpful in this regard.

As an alternative to the procedure outlined above for the conference without recordings, the supervisor may take a more existential and less structured approach, saying something like this: "Let's play the tape until either you or I come to some section that either of us wants to discuss. Here's the knob for stopping the machine. If you want to review a section here's how you rewind and play back."

Some counselors who have ready access to videotaping and to their own video tapes feel too threatened to watch the tapes by themselves. They need to go over the tapes with someone who will voice the framework listed above, namely recognizing aloud the strengths of the counseling and yet seeing other parts of material for

growth and challenge. They see that too many peers in professional evaluations are overly critical and may be crushingly condemnatory. On the other hand, to assure growth the supervisory viewing of the tapes should include a goodly sprinking of challenge. Kagan's Interpersonal Process Recall (IPR) would suggest often asking the question: "Can you recall what you were feeling and what you were thinking when you said X and when the counselee said Y?"

A major goal of supervision is that of encouraging future self-or group peer supervision. I submit that the most likely kind of continued voluntary self-involvement in self-supervision is that of the group of counselors who will gather and critique each other's work as recorded on video tape. If counselors have found their work with supervisors rewarding, especially those done in conference using video recordings, they are likely to seek a continuance of the experience. If they judge that their experience was rather unique, they may even seek to spread the good news about the positive potential of counseling supervision.

Supervisory Summary Conference at End of Supervisory Series

There are three goals for this type of conference: a review of earlier sessions, a final "human resources approach" to the experience, and feedback.

The review of the earlier session can be directed towards longrange planning for continued growth along the paths indicated. Readings, regular meetings of peer groups, journal subscriptions, professional associations and presentations at meetings are among some of the possibilities for fostering continued growth.

The "human resources approach" while urging shared decision-making practices in any group, emphasizes "the successful accomplishment of important and meaningful work" as critical for job satisfaction (Sergiovanni & Starratt, p.6). In this frame of reference the new view of supervision should enable the counselor to construct a revitalized view toward counselors' work and the work of all other professionals. There should be a lessening of the sense of boredom and routine, an increase in enthusiasm for one's own work and for the work of all associates.

Feedback is important as a means of the possible restructuring of this model and of correcting errors in judgment and in knowledge (such as of the environment). Feedback may also possibly encourage the supervisor to stay at the job and not seek greener fields elsewhere!

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